

For fear of being shot down in flames I am going to ask: according to Twitter no form of drop in, book scrutiny or check is acceptable. However we all know leaders have huge accountability measures so if you were in charge how would YOU check the quality of teaching and learning?

A no marking policy is utter nonsense.
Mark your books. Do your job!



Making marking meaningful

Kevin McLaughlin

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research  **ED**

All work is marked daily
and 2-3 written pieces
per week are marked
intensively using coding
and three colours.

Let's be conservative

- 30 children in the class
- Say 3 subjects in one day = 90 books to be marked
- 1 book takes approximately 1 minute to mark so 1.5 hours spent marking
- Intensive marking using THREE colour scheme = 5 minutes per piece, 5 hours marking intensively
- Approximately 12.5 hours spent marking every week or 17.5 hours if marking 3 pieces intensively every week.

*They still don't know
how to use capital
letters and full stops!*

Charity Choice

My Charity choice is water aid
because some people are not
drinking clean water so we're
going to help them we're
going to make money by selling
what we made in our
mini enterprise groups.

True, but useless.

Marking is usually an approach to 'showcase that feedback is given,' however, often does very little for the student.

Sarah Donarski (@s_donarski)

“It is too easy to assume that lots of dialogical marking inevitably means that great teaching is happening.”

@claresealy

“Marking policy and practice that is focused on following a system regardless of pupil outcomes does not support high quality assessment.”

Dawn Copping, Head Teacher,
Shaw Primary Academy.

Marking myths that need to be debunked

- Good teachers spend hours marking
- Written feedback shows you care
- More marking leads to better pupil progress



What does the research say?

- Government response to the Workload Challenge' (DFE, 2015)
- Report of the Independent Teacher Workload Review Group (DFE, 2016)
- Education Endowment Foundation's 'A marked improvement?' report (Elliott et al., 2016)
- Reducing teacher workload: the 'Re-balancing Feedback' trial (Cheshire Vale, 2018)
- UCS Research review. A qualitative exploration of marking. (Dell, 2022)
- The Bananarama Principle (Steve Higgins at Durham University)

Evidence
ready
vs
Evidence
committed

- a significant proportion of leaders do value evidence, but in a somewhat limited way

- the evidence that research engagement leads to tangible improvements in pupil outcomes remains thin.

Charity Choice

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In reality, what students need is to go back to the very basics of sentence construction, and slowly consolidate their knowledge of every piece of the jigsaw that makes up the summative understanding of punctuating their writing. (Paul Moss, 2019)

Marking should be

Meaningful

Manageable

Motivating



Adam Boxer

@adamboxer1



I haven't marked a student's book in over three years.

I haven't written a comment in a student's book in over three years.

I haven't taken students' books home with me in over three years.

In all that time, not a single student has complained.
And I flipping love my school.



Andrew Percival

@primarypercival

Replying to [@adamboxer1](#)

Five years of no written marking here and still going strong....

Dawn Copping, Shaw Primary Academy

- Significant reduction in teacher workload.
- Improved daily assessment.
- Improved integrated feedback.
- Improved access to feedback for SEN, EAL, Lower attainers and younger pupils.
- Improved ownership and responsibility for pupils through effective self and peer checking
- Improvement in strategic monitoring of assessment policy and practice and pupil outcomes in books – no distractions, we look at the work, not the marking.

Whole Group Feedback - Simplified Template

Praise

This section can be used to share specific examples of what students have done well and to discuss what makes these examples effective so that a similar approach can be used by others next time. This is much more effective than using vague praise such as 'lots of good analysis'. Using ideas and examples from students' work in your class is also an opportunity to celebrate and show what is possible. This evidence of success by those in the same class can also be highly motivating

Model/Exemplar

The model or exemplar is ideally written together in lesson or live modelled by the teacher - this section is therefore left blank so that students can be shown the process. Alternatively, a pre-written model can be used from exam materials, students' work, or from a teacher model to exemplify the final outcome. This should be relatively short so that the teacher can focus on specific elements that have been done well and that can be practised and emulated by students. If using a pre-written model, this should be deconstructed and annotated in the lesson. Having the model on the same sheet also means this is easy to find and return to later.

Misconceptions

This could include common spelling errors or more substantive misconceptions such as those regarding plot, context or written expression. Having a separate section can more sharply focus our attention when giving feedback to help the teacher to specifically look out for misconceptions and address them which not only means these can be re-taught but may also influence decisions about how to teach this element next time.

Next Steps

Next steps should be precise and actionable, giving students an opportunity to improve their work by practising an element they did less well but also in allowing them to apply this to a new idea or piece of work. Students should only be given one or two clear next steps so that these can be deliberately practised and are not overwhelming. These next steps should be personalised based on their work so a student may just have '2' written on their work and know to complete Task 2. However, having these next steps visible to all students means they can all benefit from this advice.



Claire Hill

@Claire_Hill_



WCF alongside well-designed MCQs helps us to give really precise, granular feedback and to adjust our curriculum accordingly. A combined approach that helps to ensure feedback is both efficient and effective. 🧡🧡

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie's book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

25.9.17

[redacted] - Day 6

Work to praise & share

Need further support

sentence
stacks

Part 1 - [redacted]
Part 2 - [redacted]
Part 3 - [redacted]

[redacted] - capital letters all over the place. Only 1 Onomatopoeia.

[redacted] - presentation

Blue Group - Check Onomatopoeias + [redacted] last sentence

[redacted] - Capital Letters

Presentation

Basic skills errors

• ! - too big •

Whats → What's

Remember every other line.

[redacted] - beautiful

Misconceptions & next lesson notes.

• Punctuation inside speech marks.

• Spellings: bewildered, nervous, destruction, cried, anxious

} Review tomorrow

Teacher		Date	18.11.21
Class	7A	Focus	Module 1
Good work (WWW)		Mistakes and misconceptions (EBI)	
<ul style="list-style-type: none"> • Most students can translate introductions and moods confidently in French. • Most students can recognise and recall positive and negative adjectives to describe their mood. • Some students can use numbers up to 31 confidently in French, allowing them to discuss age and birthdays. 		<ul style="list-style-type: none"> • Most students can recognise greetings vocabulary with ease, however mistakes are more common in longer pieces of text, particularly during dictations. • Misconceptions with spelling and grammar are more common when using the third person singular (she/he). • Not all students are confident using numbers to discuss birthdays and ages. 	
Spelling and grammar		Presentation	
<ul style="list-style-type: none"> • Go through your book. Ensure that any red pen spelling corrections are written out three times correctly in green pen. • Ensure that any corrections of capital letters and punctuation are addressed and rewritten in green pen. Sentences must always start with a capital letter, in French as well as English. Proper nouns must also always start with a capital letter. 		<ul style="list-style-type: none"> • The presentation in a lot of books was not good enough. • Ensure that all dates and titles are underlined with a pencil and a ruler. • Ensure that all marking is completed in green pen. • Ensure that all loose sheets are glued in. • If you are unable to complete the activity fully in the time assigned, you should be noting down missed work in green pen. • Make sure that you note down any vocabulary in French and English. 	
Next steps...			
<ul style="list-style-type: none"> • Retrieval activity to practice common spelling misconceptions. • Dictation using longer texts and the third person singular. • Tangled translation using numbers and previously seen vocabulary. • Green pen question and answer review. 			

@MrColesDrama

Live marking

- lays the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
- delivers appropriately timed feedback, which focuses on moving learning forward
- plans for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Beware of lethal mutations

One risk is that you simply replace
unhelpful individual written
comments with unhelpful whole-class
written comments

However, the implementation of this approach can fall foul of overcomplication for two key reasons:

- Feedback sheets involve filling in lots of different boxes so effectiveness is reduced.
- Lots of different sections result in overly complex and crowded documents which are cognitively overloading.

To be effective, feedback must
provide **a recipe for future action.**'

(Wiliam)

Done well, whole-class feedback is
much better at providing this recipe
than traditional written comments.

(Christadoulou)



Dylan Wiliam

@dylanwiliam

Following



This is why I keep on pointing out that the main purpose of feedback is to improve the student and not the work...

Type of feedback	Example
Feedback that improves the work	<p>Pupils can make these edits at the start of the next lesson:</p> <ul style="list-style-type: none">I is capital letterCapitals after full stopsSpelling of 'collapse' and 'collapsed'
Feedback that improves the student	<p>Activity for next lesson / following lesson</p> <p>Rewrite the opening paragraph of a story so it is in the past tense. Compare the two versions.</p>
Feedback that improves the curriculum	<p>The next unit I teach this class / the next time I teach this unit to another class</p> <p>Sequence of lessons on run-on sentences, fragments, and knowing where to put a full stop.</p>

“Rather than thinking about feedback as an isolated event, it is likely to be more effective if it is approached systemically”

Dylan Wiliam?

4. Demonstration of grasp of key concepts and ways of enquiring	1. Introduction of key concepts and modelling of ways of engaging with key concepts
3. More open tasks which enable learners to apply key concepts and ways of enquiring	2. Tightly structured tasks which demand engagement with key concepts and ways of enquiring

A model of task sequencing to promote learning. (Edwards, 2015)

8. Strengthened and consolidated demonstration of grasp of key concepts and ways of enquiring.

7. More open tasks that encourage students to evaluate their work against the entirety of the key concepts addressed.

5. Introduce key about the learning positives and mistakes through exemplars and initial work.

6. Tightly structured tasks where students write/re-write introductions or conclusions – or include key concepts that have been missed.

<p>8. Strengthened and consolidated demonstration of grasp of key concepts and ways of enquiring.</p>	<p>4. Demonstration of grasp of key concepts and ways of enquiring.</p>	<p>1. Introduction of key concepts and modelling of ways of engaging with key concepts</p>	<p>5. Introduce key about the learning positives and mistakes through exemplars and initial work.</p>
<p>7. More open tasks that encourage students to evaluate their work against the entirety of the key concepts addressed.</p>	<p>3. More open tasks which enable learners to apply key concepts and ways of enquiring.</p>	<p>2. Tightly structured tasks which demand engagement with key concepts and ways of enquiring</p>	<p>6. Tightly structured tasks where students write/rewrite introductions or conclusions – or include key concepts that have been missed.</p>

How to and more

- <https://my.chartered.college/research-hub/effective-feedback-whole-class-marking/>
- <https://myhodandheart.wordpress.com/2020/10/09/whole-class-feedback-reducing-workload-amplifying-impact-and-making-long-term-change-in-the-learners/>
- <https://researchteacher.home.blog/2020/11/07/thoughts-on-feedbackhttps://researchschool.org.uk/huntington/news/whole-class-feedback-a-primary-case-studyck/>
- https://my.chartered.college/impact_article/what-does-effective-whole-class-feedback-in-english-look-like/
- <https://researchschool.org.uk/huntington/news/whole-class-feedback-a-primary-case-study>
- <https://adam-robbins.com/2021/11/14/whole-class-feedback-making-the-juice-worth-the-squeeze/>
- <https://thelearningaddict.co.uk/2018/11/28/comparative-judgement-trial-and-the-feedback-question/>
- <https://jcmcnamara15.wordpress.com/2017/10/11/using-comparative-judgement-to-assess-primary-writing/>
- <https://www.headteacher-update.com/best-practice-article/whole-class-feedback-strategies-and-experiences-pedagogy-marking-a-sessment-classroom-practice-teachers/237988/>
- <https://daisychristodoulou.com/2012/02/why-and-how-we-should-teach-grammar/>
- <https://blog.nomoremarking.com/whole-class-feedback-improve-the-curriculum-not-just-the-pupil-327d73793be7>
- <https://blog.nomoremarking.com/whole-class-feedback-saviour-or-fad-5c54c463a4d0>
- <https://perspected.wordpress.com/2019/02/28/a-better-plan-for-feedback/>

Further reading

- Didau D (2014) Getting feedback right Part 3: How can we increase pupils' effort? In: David Didau. Available at: <https://learningspy.co.uk/assessment/getting-feedback-right-part-3-can-increase-pupils-effort-2> (accessed 26 March 2021).
- Education Endowment Foundation (EEF) (2018) Metacognition and self-regulated learning guidance report. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf (accessed 26 March 2021).
- [Department for Education](#) The ministerial department responsible for children's serv... [More](#) (DfE) (2016) Eliminating unnecessary workload around marking: Independent Teacher Workload Review Group Report. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf (accessed 26 March 2021).
- Kostons D, van Gog T and Paas F (2012) Training self-assessment and task selection skills: A cognitive approach to improving self-regulated learning. *Learning and Instruction* 22(2): 121–132.
- Shute VJ (2007) Focus on formative feedback. Educational Testing Service. Available at: [Formative assessment and feedback: Making learning visible – ScienceDirect](#)
- Thompson, I. (Ed.). (2014). *Designing Tasks in Secondary Education: Enhancing subject understanding and student engagement* (1st ed.). Routledge. <https://doi-org.bishopg.idm.oclc.org/10.4324/9781315755434>

Blogs and further reading

- <https://teaching.blog.gov.uk/2016/02/23/a-whole-new-marking-system/>
- <https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primary-headteacher/>
- <https://thirdspacelearning.com/blog/why-my-school-banned-marking-confessions-of-a-primary-headteacher/>
- <https://pragmaticreform.wordpress.com/2015/10/31/markings-is-a-hornet/>
- <http://primarypercival.weebly.com/blog/no-written-marking-job-done>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687198/Flying_High_-_Reducing_teacher_workload.pdf
- <https://www.sec-ed.co.uk/best-practice/whole-class-feedback-practical-tips-and-ideas-assessment-pedagogy-teaching-marking/>
- https://my.chartered.college/impact_article/the-key-principles-to-effective-feedback/
- <https://mathsnoproblem.com/wp-content/uploads/2018/06/Dawn-Copping.pdf>
- <https://khsbpp.wordpress.com/2017/09/04/four-quarters-marking-a-workload-solution/>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>
- <https://tbeeblogs.wordpress.com/2022/06/04/live-marking/>

<https://educontrarianblog.com/2017/11/26/what-can-we-infer-from-an-exercise-book/>

What can we infer from a neat book? Lots of written feedback? Success criteria and smiley faces?

<https://library.ncte.org/journals/VM/issues/v21-2/24461> William 'our students do not learn what we teach'
And 'well-intentioned attempts to communicate learning intentions to students have made writing a mechanistic process of checklist management'

<https://thirdspacelearning.com/blog/why-my-school-banned-marking-confessions-of-a-primary-headteacher/>

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking>

<https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primary-headteacher/>

<https://blog.nomoremarking.com/whole-class-feedback-saviour-or-fad-5c54c463a4d0>

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<https://www.st-james-elstead.surrey.sch.uk/Feedback-and-marking/>

<https://adam-robbins.com/2021/11/14/whole-class-feedback-making-the-juice-worth-the-squeeze/>

<https://researchschool.org.uk/huntington/news/whole-class-feedback-a-primary-case-study>

https://my.chartered.college/impact_article/what-does-effective-whole-class-feedback-in-english-look-like/

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